

WEST PARISH SCHOOL IMPROVEMENT PLAN

2017-2018



**West Parish
Elementary**

Submitted to the School Committee April 2017

Annual Report of the
West Parish Site-Based Council
April 2017

**West Parish School Improvement Plan
2017-2018**

**The West Parish School
Site-Based Management Council Statement of Purpose**

The West Parish Site-Based Management Council is a planning and advisory group comprised of the principal, parents, teachers, and a community member. The principal works with the council to identify the educational needs of the students attending the school, review the annual budget, and prepare a school improvement plan. The plan addresses issues such as school transitions with the building of the new West Parish, professional development, student learning time, parent involvement, safety and discipline, and ways to meet the diverse learning needs of the students in the school. Each school council in the district submits its school improvement plan annually to the school committee. During the school year, the Council will review and recommend the school's budget while also addressing other school-wide goals.

With Education Reform so clearly in the spotlight, and with particular emphasis on the new Common Core, PARCC/MCAS, and student growth, West Parish will continue to address student achievement as our primary goal, with a specific focus on math and literacy. This plan reflects an alignment and commitment to the Gloucester Public Schools School District Improvement Plan.

The West Parish Site-Based Management Council will continue to facilitate and support positive change while advocating for students. The Council works with teachers, parents, and the community to ensure the best possible education for each West Parish student.

Site Based Council Members

Telena Imel, Ed. D, Principal

Kellie Barret, Fourth Grade Teacher

Lori Smith, Parent

James Cooke, Parent

Brad Pierce, Community Representative

The Gloucester Public Schools Mission Statement

Our mission is for all our students to be successful, engaged, life-long learners.

The West Parish School Vision and Core Value

OUR VISION

We envision the West Parish Elementary as a standards-based learning community; where nationally benchmarked performance standards help all learners experience the real life application of basic skills and concepts needed to be successful in the 21st century. Highly qualified educators use diagnostic tools to assess every student's academic strengths and weaknesses and then develop a course of instruction to meet the learner's academic needs. This diagnostic and prescriptive teaching philosophy has become the cornerstone of our success. This vision will be accomplished through a vertically and horizontally aligned, cohesive core curriculum that meets the needs of all students.

CORE VALUES

Our organizational core values drive all behavior and decision making at West Parish. As a team of professionals, we have developed and defined values as a code of conduct for daily living in our learning community. Adult role models are expected to live by these values so that our children may learn from our example. Modeling these values helps instill the importance of high personal and organizational standards for a democratic and enriching life.

OUR CORE VALUES INCLUDE:

- Excellence and Effort
- High Standards, Quality, Achievement
- Interdependence
- Teamwork, Community, Service
- Imagination
- Vision, Creativity, Risk Taking
- Commitment
- Dedication, Passion, Loyalty
- Compassion
- Caring, Nurturing, Support, Forgiveness
- Respect
- Dignity, Acceptance
- Integrity
- Responsibility, Trustworthiness, Honesty

Executive Summary SY 2016-2017

Since 2008 when the School Committee made the commitment for smaller elementary schools, (Effective Learning Communities), the most important goal for the West Parish School has been to meet individual students' needs. Our efforts have focused on all students (at-risk, some risk, and low risk as identified by local and state data). Those students who are meeting or exceeding benchmarks will continue to do so and be challenged to go deeper with their learning. All students will show appropriate growth according to the state's Student Growth Percentile (SGP).

This year the West Parish community had the great fortune to move into a new building. We are incredibly thankful for the support of the Gloucester community, with special recognition going to the School Committee, City Council, Mayor and Superintendent of Schools, Dr. Safier. The continued academic growth of students in our school has been based on a level-funded budget with financial support from our Parent/Teacher Organization and significant support from our staff and community members. West Parish lost the designation "**Level 1**" school and became a "**Level 2**" school according to the DESE based on participation of students on the spring 2016 PARCC. One subgroup of students fell below the 95% participation rate. In spite of the lower designation our ELA scores increased and our Math scores held steady. This means that our improvement efforts are effectively shrinking the achievement gap between the "aggregate" student population and students in our "special education and low-income subgroups." In addition to 18 classrooms for Kindergarten –Fifth Grade, West Parish School houses three district-wide special education programs, an academic Learning Center for students in grades 3-5, and this year we welcomed two of the PDD classrooms, which serve students with autism and other significant developmental delays in grades 2-5 from schools across the district.

An area of strength at West Parish is our use of data to provide "just right" instruction in literacy. Our intervention schedule allows us to look at the needs of students across an entire grade, create instructional groups that target the specific needs of students, then deploy support staff systematically to maximize the use of time and number of students receiving additional support beyond the classroom teacher. This year we began an intervention model in grades kindergarten and first. The West Parish staff continues, through collaborative inquiry, to share expertise and best practices to strengthen teaching in the areas of mathematics and literacy.

The development of this plan each year has focused on available data, the needs of all students and the alignment of the Common Core, the focus of this plan is how the school can take the work that has been accomplished at the district level across all five elementary schools and continue to make improvements that are specific to the West Parish school community. With district-wide programs in place for reading, math and social emotional skills, the 2017-2018 improvement plan, reflects a desire for staff to have time to go deeper in these subject areas and continue to develop the alignment and mutual understanding of the common core standards and district expectations. The goals, action steps/strategies and evidence of effectiveness reflect the work that will be continued and initiated as we (administrators, teachers, and coaches) analyze the common core in order to align our curriculum to reflect best practices in teaching and learning.

West Parish School Improvement Plan 2016-2017 Goals Summary

The West Parish Site-Based Management Council and Staff reflected on “How are we doing” to support existing efforts as well as undertake new goals and initiatives in last year’s School Improvement Plan.

- ★ Continued focus on *Educating the Whole Child* through full implementation of Second Step program in all Kindergarten-Fifth Grade classrooms. The continuation of the Child Protection Unit for Kindergartners and addition of first grade.
- ★ Deliberate efforts to foster school spirit/climate through the following event: Creation of the “Green Team”, Read Across America, Reading competition “Get Wally to West Parish”, Lexia competition, Poetry month & Poem in your Pocket Day, First Grade community activities (i.e. Jan Brett Day), Maritime school visits, West Parish float in the Horribles Parade and school garden.
- ★ Continued improving teaching and student learning in English Language Arts.
- ★ Expanded data meetings to include mathematics.
- ★ Continued to refine implementation of a tiered intervention system (RTI – Response to Intervention) across all grades for literacy and began interventions in Kindergarten and First grade.
- ★ Increased use of technology in both teaching and learning. This year with the technology available throughout the building most teachers made the focus of their professional practice goal technology. In literacy, Lexia, Razz Kids and Read Naturally continue to be a very positive supplemental programs utilized both individually by students and as interventions. In Math, we continue to utilize Mathletics and Xtramath, two websites that allow students to practice/reinforce math skills and master math facts. Teachers have devoted time to learning to use routinely interactive technology tools (Epson Projector, document camera, chrome books). Students in grades 3-5 expanded use of Google accounts and Google docs to complete writing assignments. This year we began to utilize “All the Write Type” as a tool for helping students meet DESE typing expectations. There is a need to support students and families in gaining the skills needed to utilize technology efficiently (typing) and responsibly (direct instruction on responsible use/ research), the West Parish Site Council strongly recommends the district consider how to provide the resources of time and staffing to meet these need. A Library Media Specialist or assistant to help fully utilize the new Media Center at West Parish is requested for future budget consideration.
- ★ Continued the partnership with the GEF which provides multiple and varied opportunities for our students such as the science field trips and theater program.

District-wide Elementary School Improvement Plan – West Parish

Goal 1: Science: Implement one unit of the new science curriculum for each grade level and identify the appropriate, and proportional time allocations for the various academic subject areas: ELA, Math, Science, and Social Studies, etc.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Knowledge of 2016 Science Standards	Continue to unpack the new science standards and document needed resources through daily planning, common planning time and shared staff time (staff meeting or early release).	Assistant Superintendent, Principal, Science Leaders, Teachers	Ongoing 2017-18
Determine appropriate and proportional K-5 time allocations for ELA, math, Science, and Social Studies	Principal will meet with grade level teams to review current schedule and discuss where and how to create blocks of time	Principal, Teachers	Summer 2017 Ongoing 2017-18
Implement the new science program with an emphasis on inquiry, investigation, experimentation along with alignment with the new science standards and science practices.	<p>Implement one unit per grade level of the StemScopes</p> <p>Grade levels will use common planning time to discuss and plan curriculum/program lessons from the StemScopes unit.</p> <p>Teachers will document the amount to time needed to implement units including planning, setup, and reflection and share out with colleagues at designated times through out the year.</p>	Principal, Science Leaders, Teachers	Ongoing 2017-18

Professional Development Time Needed

Time to discuss successes and challenges of the science implementation throughout the year

Evidence of Effectiveness

Elementary Science

Each grade level will teach one unit from the new program
 Student assessments at the end of each implemented unit of science program.
 Use of NGSS practices regularly in classrooms--classroom observation

District-wide Elementary School Improvement Plan – West Parish

Goal 2: MCAS Increases in ELA & Math: The 2018 MCAS Composite Performance Indices (CPI) score for English Language Arts and Math for All Students will increase by two percent.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
ELA & Math Data Meetings: 3 times per year	Administer and analyze DIBELS, EasyCBM, MBSP and ongoing curriculum common assessment measures	Principal, Reading Coach, Teachers	Fall, Winter, Spring 2017-18
MCAS Practice Tests and Released Test Items	Teachers will use MCAS Practice Tests and Released MCAS Test Items as a tool for implementing rigorous practice using test data to determine areas of focus	Principal, Teachers	Embedded throughout the year and greater emphasis on test taking skills beginning January 2018
Keyboarding Instruction Grades 2-5	Utilizing “All the Right Type” students in Grades 2-5 will practice typing skills at least twice per week with the goal of meeting state set Keyboarding WPM expectations Gr. 2 Familiarity and Hand Position Gr. 3 10-15 WPM Gr. 4/5 15-25 WPM	Principal, Teachers	Ongoing 2017-18
Google E-mail and Docs	Utilize Google E-mail and Google Docs in Grades 3-5 to practice process writing (draft, revision & final) including sharing writing with teacher and or peers and using the comment feature to give and receive feedback.	Principal, Reading Coach, Teachers	Training Sept-Oct. Ongoing 2017-18
Online Realize Assessments	Utilize the Realize platform to take Reading Street Unit Tests in Grades 2-5. <ul style="list-style-type: none"> Discuss and implement expectations for online multiple choice verses written response 	Principal, Reading Coach, Gr. 2-5 Teachers	Test Creation in September & Testing Ongoing 2017-18
Dedicated common planning and staff meeting time to analyze data	Student performance data will be used to track student achievement in literacy and math and plan specific strategies for modification of instruction at the classroom, intervention group and at individual student levels	Principal, Grade Level Teams, SPED Teachers and Interventionists	Ongoing 2017-18

Professional Development Time Needed

Time at grade levels to create customized tests in Realize (2 hours per grade)

Half day for MCAS Analysis and Action Planning

Evidence of Effectiveness

An increase of CPI by 2% for all students on the MCAS exam.

The administration and application of benchmark testing and progress monitoring data (including data from intervention groups), including MCAS.

Report on the analysis, conclusions, and subsequent forward planning from the use of ongoing student data results.

District-wide Elementary School Improvement Plan – West Parish

Goal 3: Writing: Using Empowering Writers, Written Expression, Reading Street Realize and continued emphasis on data analysis through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS

Goal	Strategies and Action Steps	Responsibility	TIMELINE
<p>Continued Implementation of Empowering Writers (Gr. 2-5), PR Written Expression /Framing your Thoughts (K-2) Following Pacing Guides</p>	<p>Grade levels will use common planning time to discuss and plan curriculum/program based lessons Staff will meet in grade level teams during CPT & Professional development time to:</p> <ul style="list-style-type: none"> • Review units (Gr. 2-5) and core lessons (K-1), plan lessons and assess student understanding and mastery • Monitor pacing (i.e. Gr. 1 bare bone sentence mastery by Thanksgiving) and strive to align with district pacing expectations • Develop/pilot rubrics and checklists • Determine individual student needs 	<p>Principal, Literacy Coach, Teachers</p>	<p>Ongoing 2017-2018</p>
<p>Continue to improve response to prompt writing (Empowering Writers, Reading Street & MCAS Release Items)</p>	<p>Administer and analyze common assessments through collaborative scoring for on-demand writing based upon a prompt or a set of prompts (Grades 2-5)</p> <ul style="list-style-type: none"> • Discuss and pilot which genres and which writing skills will be assessed at each point in the year (i.e. entertaining beginning and elaborative details only for Narrative in October) • Collect and share exemplars identified with grade level teams across buildings • Utilize building-based time to share student work K-5, rubrics and exemplars vertically across grade levels. • Continued use and expansion of graphic organizers (i.e. 3 column note taking) to transfer what students learned in text (comprehension) to written form (response to a prompt). • Research, discuss and then provide specific and meaningful feedback to students on their writing. 	<p>Principal, Literacy Coach, Teachers</p>	<p>3 per grade (Gr. 2-5) by June 2018</p>
	<p>Collaborative scoring of writing in Grade K-1 using Write to Sources and/or district common scoring rubric</p>	<p>Principal, Literacy Coach, Teachers</p>	<p>3 per grade (Gr. K-1) by June 2018</p>

Professional Development Time Needed

Time for common scoring 3 times per grade (Recommended 1.5 hours Grades 2-5 & 1 hour K-1)

Time for vertical alignment 2 times per year (Minimum 1 hour)

Evidence of Effectiveness

CPI for written responses on MCAS will increase by 2%

Teachers will use the results of the on-demand writing prompts in their planning and daily instruction and in data meetings

Meeting Notes

Student Work including development of exemplars

Revised pacing guides

District-wide Elementary School Improvement Plan – West Parish

Goal 4: School Climate & Culture: The West Parish Community will develop routines and rituals for students and adults that foster respect and responsibility in caring for each other and maximizing the use of our beautiful new school.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Respect and Maintain a Clean School Environment	<p>Maintain appropriate levels of custodial staff, implement and inspect daily/weekly cleaning expectations</p> <p>Develop a sense of responsibility for the care of the new building through instilling a sense of ownership, the development of routines and behavioral expectations for common areas (e.g. hallways, cafeteria).</p> <ul style="list-style-type: none"> • Summer Planning and School Year In-service for 15 hours • Celebrate student and staff accomplishments big and small <p>Utilize the Gloucester Public Schools Behavioral Norms and Norms of Collaboration to reinforce how adults work together to support all students and strengthen the belief that “Every student’s success belongs to every adult working within the West Parish community.”</p> <ul style="list-style-type: none"> • Pre & Post Google Survey • Development of School Based Leadership Team • Continue to study social & emotional learning and how it impacts learning (Trauma & Anxiety) • Begin to study inclusion and best practices regarding inclusion 	<p>DPW, Business Manager, Principal</p> <p>Principal, Team of Teachers, All Staff and Parents</p> <p>Principal, Team of Teachers, All Staff</p>	<p>Summer 2017 & Ongoing</p> <p>Summer & Fall 2017</p> <p>August 28, 2017 & Ongoing through staff meetings, Data meetings, CPT etc.</p>

Professional Development Time Needed

Time with all staff teachers and educational support professionals – First day and Building Based Early Release Time
In-service course or two

Evidence of Effectiveness

Signs in the hallways and common spaces
Professional Development Agendas, Meeting notes
A clean, well-maintained school building.
Posted Behavioral Expectations with Logical Consequences

